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NEWS AND NOTES

THE BOSTON MEETING

As already announced, the ninth annual meeting of the National Council of Teachers of English will be held in Boston, November 24-26. The principal programs will be given in the lecture-room of the Boston Public Library. Rooms for section meetings will be provided in the Business Administration Building of Boston University. Headquarters will be established at the Brunswick Hotel, on the north side of Copley Square. Other hotels in the vicinity are the Victoria, the Vendome, the Copley Square, the Oxford, the Lexington, the Westminster, and the Copley Plaza. Comfortable rooms can also be secured at the Hotel Bellevue and at the Touraine. Prices for rooms range from \$2.50 to \$6.00 a day in accordance with the location of the room and conveniences provided. Those who contemplate attending the meeting should make reservations about the last week in October.

The program of the meeting will be arranged in general as follows: Monday forenoon, a conference on the supervision of English teaching; Monday afternoon, a general session with addresses by President Thomas, Professor Irving Babbitt, of Harvard University, and Professor F. N. Scott, of the University of Michigan; Tuesday forenoon, a general session will be held at which there will be addresses on the articulation of school and college by Professor Henry S. Canby, of Yale University, and Miss Emma Breck, of the University School in Oakland, California. A third paper, on the progress of the library movement in the United States, will be read by Miss Mary E. Hall, of the Girls' High School in Brooklyn, New York. Tuesday afternoon will be devoted to section meetings with chairmen as follows: the college section, Professor Ashley H. Thorndike, of Columbia University; high-school section, A. B. Sias, West High School, Rochester, New York; teacher-training section, Charles S. Thomas, of the Cleveland Normal School; the section on extension teaching, Mr. Percy W. Long, of the State Department of Education, Boston, Massachusetts; library section, Miss Martha Pritchard, of the State Normal School, Bridgewater, Massachusetts. The annual dinner will be held on Tuesday evening. The principal addresses will probably be given by Professor Bliss Perry, of Harvard University, on the subject of American

speech, and Franklin H. Sargent, of New York City, on the training of actors. Wednesday morning will be devoted to formal reports from the standing committees of the Council, and Wednesday afternoon to the meetings of important committees. Among the topics to be discussed at the section meetings and in the later sessions of the Council will be the place of objective measures of attainment, reading for students in vocational English, essentials in grammar and rhetoric, the organization of "good English clubs," the extension of the work of the New England Association into definite districts, lists of plays suitable for use in schools and colleges, the humanistic Ph.D. degree, and specific objectives in the work in reading and literature.

It is hoped that the return of peace may make possible a normal attendance. The Council has been noteworthy for the representative character of its annual gatherings. As a rule more than half the states of the Union are represented. The large attendance from the Middle West and even from the Far West at the convention in New York occasioned much comment. Without doubt all friends of the Council will rally to its support in these days of great opportunity and will see that the East, the West, and the South mingle freely in the first convention held in Boston. A warm welcome from the brethren in New England is assured.

READINGS IN EXPOSITION

The following list of readings to accompany the paper on "The Value of Journal and Letter Writing as an Introduction to a Freshman Course in Exposition Writing," by Mrs. Helen B. Magee, in the September issue of the *Journal*, was received too late to be published with the article and is here added for the convenience of those who may wish to carry out the ideas suggested by the writer:

Fleming, Marjorie	<i>Diary and Letters</i> (edited by MacBean and Brown)
Winslow, Anna Green	<i>Diary and Letters</i>
Pepys	<i>Diary</i>
Austin, Jane	<i>Letters</i>
Carlyle, Jane Welsh	<i>Letters</i>
Chesterfield, the Fourth Earl of	<i>Letters to His Son</i>
Delany, Mary G.	<i>Autobiography and Correspondence of Mrs. Delany</i>
Hazlitt, W. C.	<i>Letters of Charles Lamb</i>
Stevenson, R. L.	<i>Vailima Letters</i>
	<i>The House on the Marne</i>
Lockwood and Kelly	<i>Specimen Letters</i> (Henry Holt)
Lucas, E. V.	<i>The Gentlest Art</i>

THE PERIODICALS

AN EDUCATIONAL PROGRAM FOR AMERICA

In *Educational Foundations* for September appears an important article by Superintendent Frank P. Spaulding, of Cleveland, Ohio, which was first printed as one of the documents issued by the Educational Commission of the American Expeditionary Forces in Beaune, France. The article is entitled "Educate America: A Complete After-the-War Program for the Advancement of Public Education." After setting forth the necessity of a new and comprehensive educational program for the country, the author sets up three definite educational objectives: first, essential elementary knowledge, training, and discipline; second, occupational efficiency; third, civic responsibility. Concerning the first objective we are told that details are not necessary, inasmuch as everyone understands perfectly what is included in essential elementary knowledge, training, and discipline. From the few details given it is apparent that the writer has a broad point of view and includes in his scheme health-training, appreciation of art, and moral development, as well as the ordinary school skills and knowledges. The first objective is regarded as the indispensable basis of the other two and provides a preliminary training for both. In order to insure this training a school year of thirty-six weeks must be provided for; all pupils must remain in school at least until the age of twelve; standards of efficiency must be enforced in the case of both private and public schools; and teachers must be adequately trained and paid.

The pursuit of the second and third objectives, occupational efficiency and civic responsibility, should be simultaneous and should immediately follow the attainment of the first objective. To make this possible two types of secondary schools will be necessary, namely, required full-time and continuation schools. In addition to these, moreover, there should be, according to Superintendent Spaulding, national civic institutes providing a full twelve-month of instruction, discipline, and training, to be carried on directly under the auspices of the national government. For this year of training all male youth of the land except those incapacitated should be mobilized by a complete draft carried out by the War Department. The whole purpose of this year of government control and direction should be educational in the broadest sense. Every student should be required to devote one-third to one-half of this time to exercises for physical development and to military training. The curricula for these centers should be prepared jointly by the Education and War Departments of the government. Finally, state universities

should be amply equipped to provide advanced educational opportunity for those willing and able to avail themselves of it.

One of the first tasks of the new program should be that of the removal of illiteracy. The records show that of the 1,552,256 men examined in the draft army, 386,196, or practically one-fourth, were found to be illiterate. So long as America is subject to large tides of annual immigration there will continue to be a large problem of adult elementary education. The estimated cost of such a program, exclusive of the national civic institutes, would probably be two and one-half billion dollars. In order to meet this cost education must necessarily be made a national concern. This means the establishment of a department of education in the national government, a department which shall be on a par with all other state departments, having a secretary at its head who is a member of the president's cabinet.

The far-reaching importance of Superintendent Spaulding's "program" will be evident at a glance. It deserves much careful study and discussion and will doubtless receive it.

ORGANIZATION OF TEACHERS

In the same number of *Educational Foundations* appears a brief summary of an address delivered by James E. Russell, Dean of Teachers College, Columbia University, during the recent summer session on the topic, "Organization of Teachers." Dean Russell lays down the following principles upon which all such organizations should be founded: (1) "Every teacher in the organization must be 100 per cent American." (2) "The work of the teacher must be professional in character and honestly performed." (3) "The teacher who is a faithful servant is worthy of his hire." (4) "The organization must be honest and straightforward in its dealings with the public." (5) "The organization should co-operate with every other group of citizens for the promotion of the public good and should avoid entangling alliances with anyone." The last principle, Dean Russell thinks, is opposed to the entanglement of teachers' associations with labor organizations. The teachers' organization should take as its slogan, "Friends with all, but allies of none."

THE PROFESSIONAL TRAINING OF TEACHERS OF ENGLISH

The high schools of New York City have begun the publication of a bulletin called *High Points*, which with June, 1919, reached No. 6 of the first volume. Among the suggestive articles and notes in this number is a paper on "The Professional Training of Teachers of English," by

Miss Helen L. Cohen, which was read before the National Council of Teachers of English at the New York convention. Miss Cohen opens her discussion by saying that the kind of preparation she discusses does not come under the head of what is commonly known as professional training. She gathered her material from the personal experience of some twenty teachers, who testified as to what had been of greatest value to them in their work. Among the testimonies are the following: "I was brought up in an atmosphere of books." "The strongest influence was that of my father, who read a great deal with us aloud and to us." Others referred to the advantages of well-organized departmental conferences, the supervision of efficient principals, courses in art and in singing, the writing of plays, and experience in acting. Miss Cohen concludes that the training of superior teachers of English begins in the nursery and continues through school and college courses, which are not, however, sufficient training in themselves, and proceeds by means of special professional training in schools for teachers and in enlightened co-operation and supervision in the school itself.

THE IMPROVEMENT OF ELEMENTARY-SCHOOL READING

Believing that enough has been said and that something should be done about the deficiencies of elementary-school reading, Superintendent E. N. Rhodes, of Winnetka, Illinois, set to work to devise and carry out a practical policy of improvement. Beginning in November, 1917, he gave to the pupils of the intermediate grades of his schools the Gray Silent Reading Tests and in the following May, the Fordyce Reading Tests, to determine what advance in ability, if any, had been made. The two tests were, of course, correlated. The showing was most gratifying. While the pupils started in November considerably below the attainment found in Grand Rapids and elsewhere, they rose in May far above this. The methods used in bringing about this happy result were principally as follows: teachers were trained in the technique of silent reading; pupils were taught to study relative values, select the most beautiful scenes, the best character sketches, the importance of facts, the most appropriate story to read to a lower grade; how to consult the index and table of contents; they were taught how to find the organization of thought of a selection; how to make paragraph headings and to formulate questions covering the main points. A second principal means was that of greatly increased reading material. Classroom libraries were provided and children trained in the use of books in connection with their various studies. Through this increased experience in reading pupils

rapidly acquired habits of speed and comprehension. The definiteness of Mr. Rhodes's plans commends them at once. His account will be found in the *American Schoolmaster* for April, 1919.

THE TEACHING OF ENGLISH IN ITALY

English as a modern foreign language—so, of course, it is to the Italian—is discussed by Emilio Re in the February issue of *Modern Language Teaching*, the official organ of the (British) Modern Language Association. At first the only English known in Italy was a small number of commercial terms. In the eighteenth century English began to be studied more thoroughly for its practical commercial uses and also for its literary or cultural value. Not a few Italian writers have been considerably influenced by English literature, especially in its romantic phases. About sixty years ago English first came into Italian government schools. In the lower commercial schools it is still taught narrowly, but in the higher commercial schools it is taught as a means of understanding the commercial and industrial life of England. In the higher general schools it is taught as a means of penetrating and comprehending Anglo-Saxon civilization. As a means of closer understanding between Italy and its Anglo-Saxon allies, the attention given to English has been decidedly increased: within a year ten chairs for the teaching of the English language and literature have been founded. The author urges that Anglo-Saxons make a corresponding effort to understand Italians.

VOCABULARY BUILDING

Bromley Smith, in his article on "Vocabulary Building" in the *Quarterly Journal of Speech Education* for May, shows (1) that the traditional estimate of the average college Freshman's vocabulary as 1,200 words is far too low; (2) that the translation study of Latin seems to have a good effect upon vocabulary, especially upon its quality and upon knowledge of the meaning and spelling of words; (3) that a varied and dynamic environment with much opportunity for expressing ideas, conceptions, and feelings causes an increase of from 10 to 25 per cent in vocabulary; and (4) that the vocabulary already possessed by the Freshman consists chiefly of the common Anglo-Saxon words, the ones most useful to us all. For the direct enlargement of the college student's vocabulary the author recommends (1) the teaching of synonyms and antonyms and (2) the use of "exercises that will compel the students to use the dictionary." He has his own students define before the class

such words as *courage*, such ideas as the *Monroe Doctrine* or *freedom of the seas*; and finally—without argument—such theses as *the world is growing better*.

USEFUL DOCUMENTS

A French Accuracy Notebook, compiled by E. Allison Peers, is issued by Dent in the "Modern Language Series" edited by Walter Ripman and sold in America by E. P. Dutton and Company—*The Wisconsin Memorial Day Annual for 1919*, compiled by O. S. Rice, supervisor of school libraries, and issued by the state Department of Education, contains a large number of illustrations of scenes in the Great War and narratives by soldiers.—The aims and purposes of the *Chemical Foundation*, the basis of the new American dye industry, are set forth in a pamphlet prepared by A. Mitchell Palmer, former alien property custodian, and may be obtained of the Custodian's Office in New York City.—An illustrated program of a community pageant called "The Reconstruction of France," produced by the pupils of the South High School in Grand Rapids, Michigan, on June 12, may be had for ten cents by addressing the school.—Recent issues of school periodicals are *The Pivot*, issued by the Central High School of Newark, New Jersey, and the *School Magazine* of the Keene Normal Training School, Keene, New Hampshire. Both contain good work by pupils.—New bulletins of the Bureau of Education are entitled as follows: "Kindergarten Curriculum," "Education in Germany," "References on the Economic Value of Education," "Educational Work in a Government Bureau," "Commercial Education," "Education in the Territories and Dependencies," "United States School-Garden Army," "Educational Work of the Boy Scouts."—The Federal Board for Vocational Education has added to its list of *Opportunity Monographs* the following: "Show-Card Writing," "The Garment Trades," "Bee-Keeping," "The Federal Civil Service as a Career," "Farm Mechanics," "Technical Agriculture as a Vocation," "Photography, Photo Engraving, and Three-Color Work," "The Practice of Optometry and the Training It Requires." The same board has added to its *Trade and Industrial Series* a monograph called "Evening and Part-Time Schools in the Textile Industry of the Southern States."—From the headquarters of the American Expeditionary Forces University have been received copies of several important addresses delivered at an educational conference held on March 15. These include a foreword from President Poincaré, "Memorandum on Education as an Item in the League of Nations," "A Complete After-the-War

Program for the Advancement of Public Education," by Frank E. Spaulding, "Society as a University," by John Erskine, "The Principles of Democratic Government," by William J. Newlin, and "Applied Arts and Education," by George S. Hellman.—A monograph on *Teachers' Salaries in Michigan* has been issued by the Michigan State Teachers' Association, copies of which may be obtained from the secretary, J. B. Everett, Kalamazoo.—Twelve weeks' work by an English class in the University of North Carolina resulted in the publication of a pamphlet called *The Peace Treaty*, including the constitution of the League of Nations. Address L. R. Wilson, director of the Extension Department.—The Parents' and Teachers' Association of the Ethical Culture School in New York has issued *School and Home*, the spring number of which is devoted to physical aspects of education.—S. A. Curtis, of the Department of Educational Research of the Detroit public schools, is the author of *A Tentative Course of Study in Spelling for Grades Two to Eight*, and a series of general tests used during 1918 and 1919. Address the superintendent of schools.—*The Fifth Annual Report of the Governors of Mooseheart*, setting forth the activities of the school conducted by the Loyal Order of Moose, is of more than passing interest. Address the chairman, James J. Davis, Pittsburgh, Pa.